



# PROSPECTIVE TEACHERS

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## ABSTRACT

Quality education is an indispensable instrument for national development. However the provision of quality education depends largely on the quality of teachers. Similarly, teacher education programme is designed to produce teacher with requisite training and sound professional background which requires a favourable attitude and certain specific competencies. Teacher Education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behavior and skills which they require to perform their task effectively in the classroom. To achieve this, one must go through a proper learning process. If it is provided only then a prospective teacher can do his / her best in academic achievement. A balance between theory and practice provides multi-dimensional development for prospective teacher.

**KEYWORDS:** Prospective teacher, teaching practice, Ideas about Teaching and Education, Practical Knowledge, Professional Learning.

## INTRODUCTION:

In the context of globalization, the role of teacher is changes in the educational process. Education gives us comfortable and dignified life. It is an activity which helps students in attaining needed information, ability, attitude, perception. The quality of a nation depends upon the quality of its citizens. The quality of the citizens depends upon the quality of education system and the quality of education depends upon the combined efforts planners, educationists and administration, however, the most significant factor is the quality of the teachers. It means excellent and efficient teachers can change the fate of the nation. If the teacher is capable, energetic, mentally healthy and having positive attitude, it is well and good for the school. A teacher helps a child in bringing out the hidden capabilities. He/she unfolds what is within, hidden and untapped. He/she makes explicit what is implicit in the students. So teachers' importance in teaching-learning process is very much. The Secondary Education Commission (1952-1953) report stated, "We are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the community." It is very right that, "no people can rise above the level of its teachers." (NPE, 1986). The Teacher is the real and dynamic force of any institution. The school without him/her is a sole less body. Without good, devoted and competent teachers, even the best system is bound to fail. A good teacher can certainly give best result out of the worst system. He/she is a powerful and abiding influence in the formation of character; the influence of a great teacher indirectly extends over many generations. The pivot upon which an educational system moves is the personality of the teacher. Teaching is often called a calling, not a profession or a trade or simply a job. This means that a teacher should regard himself / herself as one specially called to do this work, not so much for the pecuniary benefits which he/she may derive from it as for the love of it. For qualitative improvement in secondary education of our country, the selection of right type of prospective-teachers is a must. This require not only improving the knowledge and teaching competence of prospective-teachers but also to inculcate in them healthy professional attitudes and desirable teacher like qualities. Therefore, securing the right type of prospective-teachers for training is very important.

Prospective-teachers are those who are getting training or studying in B.Ed course to become teachers and they are known by different names like 'would be teachers', 'pupil-teachers', 'student-teachers' and 'future-teachers'. As and when their training period is over, they join the coveted profession of teaching and become full-fledged teachers.

Finally, prospective teachers have to enter the credentialing programme to qualify them to teach. Higher education may be a platform for an individual to construct or reconstruct their professional identity. Following this, while university graduates are generally portrayed as a higher social and occupational group with privileges to better earnings and high social status, individuals have to be active participants and to develop or modify their own identity associated with the profession to survive in the world of work.

## Prospective Teachers Ideas about Teaching and Education:

The beliefs and values arise from someone's social background and cultural experiences within particular historical and cultural contexts to describe the student's responses, and their naturalised ways of understanding and explaining key ideas in education. Taken as those deep and often unquestioned assumptions about the world, ideologies are vital to understanding students' dispositions to teaching and education. While ideology is generally recognised within the social sciences

as "one of the most equivocal and elusive concepts one can find" (Larrein 1979: 13), we take that our ideologies are the foundations from which practical engagements with the socio-political world emerge and are justified. In this sense, ideologies – or, more particularly, political ideologies are not dispassionate theories but sets of collective beliefs that come to pass as the common-sense bases for sensible action. Ideologies are to be understood in a positive sense: as expressions of specific world views and certain collective interests. In short, ideologies are not irresistible forces but emergent features of specific historical and cultural conditions. Likewise 'discourse' refers to the sense of ideas and networks of practices that we take for granted and use habitually to make sense and to act in the world. The strength of this idea over ideology is that it gives us a sense of the relationship between the agent, or the individual and their ways of understanding themselves and their action in a global context. In this sense individual beliefs are part of the broad networks of ideas that inform elites and institution as much as less powerful peoples and groups throughout culture. Hence, as we look at the student responses we are both considering their local and individualised dispositions to teaching and education but also thinking to some extent about how they fit within, inform and are informed by broader cultural networks of meaning and practice.

## Prospective Teacher and Practical Knowledge:

The important aspect of school – based teaching practices is that it provides the prospective teachers with the opportunity to integrate different types of knowledge and use them in specific school contexts. In other words, in order to achieve the desired educational aims, objectives and values, the prospective teachers must teach contents by applying their general pedagogical knowledge and their specific knowledge of each subject. At the same time, they must also take into account the characteristics of the students who are recipients of this teaching as well as the knowledge of the educational context in which teaching takes place.

## Teaching practice and professional learning:

For a long time, teacher training in general and the school – based component in particular have been conceived as a long process in which prospective teachers must internalise a series of theoretical models which they will later pit into practice. This type of approach is commonly known as a "top – down" approach.

## Prospective Teachers' during Teaching Practice:

The teacher training institutions mould the prospective teachers in accordance with the growing educational needs of the society. Students enter pre – service believing that good teaching is highly related to one's content knowledge and abilities to convey that knowledge to others (Powell, 1992; Hollingsworth, 1989; Woodlinger, 1985; Weinstien, 1990). The teaching style preferences of each prospective teacher in various stages of teaching and the differences in belief, attitude and values towards all elements of teaching is to be assessed for the better awareness of style development in teacher training colleges.

The teaching practice exercise should student teachers to integrate theory and practice and to resolve some of these apparent discrepancies. It is also the time of try out some of the ideas which have been developed in college or university and to experiment with the different approaches strategies and techniques of teaching raised in the methods course.

## Practice training provides:

- An opportunity to gain confidence

- Chance to put theories into practice.
- An opportunity to learn the skills and attitudes of a competent and affective teacher.
- The chance to learn about children in real life.
- An opportunity to improve the knowledge of subject matter.
- The chance to gain from the benefits of constructive criticism.
- An opportunity for self-evaluation and to discover strengths and weaknesses.

**Perry narrates that teaching practice experiences contribute in some way to understanding of teaching. It helps to learn to use teaching experience it involves:**

- Acquiring high standards of practice
- To develop knowledge and abilities in relation to each of these aspects.
- Developing specialized knowledge
- Using the knowledge to access and make decisions
- According to Merry field teaching practice provides the opportunity to students:
- To demonstrate attitude consistent with good teaching.
- Begin to identify with the role of a teacher.
- To apply multiple principles of learning and multiple teaching strategies.
- To apply knowledge and skills acquired in teacher education course work.
- Develop entry-level competence in the full range of teaching function.

#### CONCLUSION:

In order to be successful in teaching profession, one needs to love the profession and performs it willingly. The training to which the prospective teachers were exposed aimed at improving their competencies in teaching. The rise in the prospective teachers' competency level contributed to a rise in their attitudes towards teaching. Accordingly, the more competent the prospective teacher is, the higher attitude s/he establishes towards the teaching profession. Moreover, still the attitudes of prospective teachers, whether post graduate or graduate, can be affected by other factors such as experience, training, skill development. More studies should be made on the attitudes towards teaching profession and according to the results to be obtained, education environments should be reorganized. A healthy and useful communication process should be established between the prospective teachers who are the future teachers and instructors. The profession should be improved in terms of theoretical, social and cultural aspects for an increased interest in the profession and higher attitude.

Finally, it is necessary that teacher training programs need to provide teacher candidates with knowledge and experiences with cultural diversity, and teacher trainers should aim to help trainees be independent individuals, demonstrate positive attitudes, and encourage them to be creative and take responsibility for their development.

Teaching is an extremely complex activity that involves continual decision making and continuous interaction among teacher, pupil, task and contextual variables (Haigh & Katterns, 1984). While good teacher preparation programs do exist, there has been no systematic way to ensure that all teachers acquire and continue to develop the knowledge and skills they need and teacher training programs fail to address style development which concentrating identifiable set of classroom behaviours and role of contextual variables in teaching learning process. A successful teacher education programme is expected to turn prospective teachers into experts with pre-instructional tasks, facilitating in instructional acts, formal authorities in post instruction evaluation, personal day to day informal interactions with students and parents and delegating in ill-defined aspects of education including distant aims and future oriented goals.

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